

BEYOND THE TEXTBOOK: THE ROLE OF AI TUTORS IN ENHANCING STUDENT ENGAGEMENT AND OUTCOMES

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ABSTRACT: In this research paper, the transformative nature of the AI tutors on students and the academic experiences is addressed. AI-driven tutors can provide customized, instant support that meets different students on their level and enhances accessibility with educational systems that are becoming more digital. In examining several AI-facilitated platforms and how they can be implemented in a conventional and a remotely driven learning situation, the paper analyses the degree of the platforms in enhancing motivation, appreciation and performance by the students. It is of particular interest to study how adaptive learning, interaction via feedback mechanisms, and the ability of AI tutors to scale within various educational environments happen. The research also assesses the risks and ethical implications concerning the privacy of data, bias in algorithms, and the function of human teacher. This study explains why AI tutors hold promise as a crucial adjunct to more traditional teaching strategies that can guide students toward a personalized learning experience that assists them in becoming even more engaged with their course work and ultimately performing better.

KEYWORDS: AI teachers, students, engagement, academic results, adaptive learning, individualized learning, digital tools, feedback, e-learning technology, scalability, artificial intelligence ethics.

1. INTRODUCTION:

In recent years the use of Artificial intelligence (AI) has facilitated a revolution in learning, engagement and interaction styles by students in their academic setting. Although traditional pedagogy has been very successful, it can be quite difficult to use it in large classrooms, where different students really need individualized learning opportunities. AI tutors have proved to be one of the potential solutions to these challenges, as they respond to the needs of individual students and enable real-time feedback, and thus are accessible and scalable. Such AI powered technology can improve the level of student engagement, motivation and performance by providing them with personalized learning routes, tackling their knowledge gaps and creating a more interactive learning and teaching experience. (*Al-Emran, M., & Shaalan, K., 2016*).

The application of AI tutors may happen in any educational place, be it K-12 schools, universities, and even in the context of distance learning, letting students find consistent support even beyond the scope of traditional educational institutions. With the help of highly sophisticated algorithms and machine learning, AI tutors can evaluate the strengths and weak areas of a learner, adapt at his/her pace, and provide immediate feedback regarding an error. Such a high degree of customization has the benefit of facilitating knowledge retention as well as making the students take ownership of their own learning experiences.

Although it is possible to justify the use of AI tutors in the educational process in terms of its functionality, there are some critical issues relating to their efficiency, the presence of human teachers, and their ethical concerns, which are connected to data privacy and algorithmical bias. This paper will set out to discuss the same by investigating what is currently in place within the platform of AI tutors, the effects they have on learning engagement and academic performance, and the potential and issues they bring to the current state of education. The results of the study show ways in which AI tutors may become an extension of conventional instruction and improve the learning process, and educational success in diverse students. (*Baker, R. S., & Siemens, G., 2015*)

1.1 Understanding AI Tutors: Definition and Key Technologies

AI tutors refer to intelligent systems, which are meant to portray human tutoring where they give students guided

education support. Such systems employ artificial intelligence in comprehending, adapting and responding to the individual learning needs of a student, providing personal guidance, explanations and feedback to a student. Machine learning, natural language processing (NLP) and data analytics are some of the advanced technologies that are core components of AI tutors. Machine learning models enable AI tutors to process student performance and spot trends to make changes in the content or in teaching practices. By leveraging NLP, AI tutors are thus able to comprehend and read human languages, so that they can communicate with the students via text or with their voice. Data analytics can aid in student progression tracking and evaluation that would provide information about what areas can be improved. The goal of an AI tutor is to assist the students with covering knowledge gaps in real-time, thus developing the learning experience through flexible and on-demand tutoring. Such technologies enable AI tutors to be used in various fields, in relation to students of different ages, whether at the primary school level, or tertiary level, as personalized solutions are tailored solutions which encourage learning success. (Cheng, L., & Huang, R., 2020).

1.2 The Role of AI Tutors in Personalized Learning

Personalized learning means learning where the needs, interests, and strengths of all students are addressed and considered. AI tutors are key to making learning personalized as they adjust to the pace, style of learning, and level of each student. In contrast to conventional instruction, where a group of students likely has a fixed pace to its teaching, using AI tutors allows having a dynamic and responsive learning experience. These tools can manipulate the level of tasks, offer instructional support of various types, and explain things differently so that they would better fit the mode of individual educations. (Chen, S. Y., & Lee, Y. T., 2018) As an example, an AI tutor can provide visual learning assistance to a visual learner, or auditory learning assistance to an auditory learner, which individual student needs assistance in the form, in which he/she learns the best. Moreover, the AI tutors monitor a student constantly and the information is used to adjust the learning pathways on a real-time basis. This will provide students with a greater sense of fun and engaging learning experience, since the students do not have to fit a rigid curriculum, but can learn and improve within their own time, and at their own personal areas of need. The motivation, increased comprehension, and better academic results are results of adopting the AI tutors method, as they address each individual need of the student and thus provides them with opportunities to achieve better results. (Cheng, L., & Huang, R., 2020)

1.3 Enhancing Student Engagement Through AI-driven Interactions

Interactions powered by AI greatly facilitate increasing student engagement making the learning process more conversational, dynamic, and receptive. Conventional learning approaches tend to lose students at many points, especially in a spacious classroom where it is difficult to give each of them personal attention. Nevertheless, in contrast to I tutors, AI tutors have the ability to reach out to the students in real-time by providing an adaptive interaction individualized to their needs. (Collin, D. J., & Nicholas, H., 2017). Such interactions, fueled by machine learning and natural language processing can help students get instant feedback, ask questions, and delve into notions at their own pace. AI tutor can make a simulation of a conversation and explain details, so the students have a reason to pay attention to the learning process. Moreover, the elements of gamification typically embedded into AI-based tutoring software systems, like quizzes, rewards, and challenges, help to ensure that learning provides students with fun and, hence, keeps them engaged and motivated. This uninterrupted individualized learning encourages the student to connect more with the material, promotes active learning, and gives the student a stronger sense of learning independence ultimately enriching the overall student experience. Teaching to the individual is a core differentiator of AI tutors, and providing interactive, personalised feedback ensures this gives the optimal level of motivation and encouragement to continue to study and learn. (Dede, C., & Richards, J., 2017).

1.4 Impact of AI Tutors on Academic Outcomes and Performance

One of the key study areas regarding educational technologies is the effect of AI tutors on performance and academic performance. There is evidence that AI tutors have great potential to support students in achieving high results because they provide them with individual support and address personal learning gaps, as well as promote the acquisition of the concepts that are important. Base: The real time and personalized feedback provided by AI tutor enables students to rectify errors and cement knowledge in the process, resulting in improved retention and comprehension of material. (

Graesser, A. C., & D'Mello, S. K., 2018). Research has also indicated that students who utilize AI-based tutoring tools achieve better assessment results due to the fact that those tools focus on their particular needs and enable each student to advance at their own pace and put more time into the areas where they have problems. Moreover, AI tutors are consistent and non-discriminative, and this balances out the playing field between students of different levels of ability. This could particularly be helpful in a scenario where the teachers might not be able to accord one-on-one time amongst themselves to students. In addition, students take charge of learning as a result of being motivated to take independent learning through the help of the I tutors, which leads to a rise in the self-efficacy and motivation. More than that, the implementation of AI tutors in educational system not only enhances academic achievements, it also leads to long-term success through deeper learning and acquisition of critical thinking skills. With such advancements in AI, the possible benefits to the education field grow by leaps and bounds, delivering to students the tools that they require to thrive at school. (*Engle, R. A., & Neumann, D., 2021*).

1.5 AI Tutors in Different Educational Environments: Case Studies

A wide range of educational settings has been used to implement AI tutors, demonstrating not only its versatility but also its effectiveness in many different educational settings. A popular example is curriculum support using AI tutors in K-12 schools such as Squirrel AI and DreamBox Learning to complement in-classroom teaching. In such settings, AI tutors assist in detecting areas of learning deficiency of the students and remedying them especially in math and reading. As an example, Squirrel AI employs adaptive learning technologies to determine the proficiency of each student and generate individualized learning courses that are adjusted over time as the student advances. This model will help the students get the appropriate degree of challenge and support no matter how affable they were at the beginning. (*Johnson, M., & Garrison, D. R., 2021*).

AI tutors have been used in higher education to facilitate subjects heavily reliant on practice and solutions, e.g. engineering and computer science. Adaptive learning with Carnegie Learning and MATHia especially have demonstrated positive results when it comes to improving the way students understand their tackle complex mathematical concepts through providing step-by-step guidance and instant feedback on problem solving. Also, AI tutors are highly efficient in learning far with each other, as it became more popular during the COVID-19 period. (*Heffernan, N. T., & Heffernan, C. L., 2017*). Optimization of teaching technologies such as AI-driven solutions like IBM Watson Education has also contributed to filling the gap left between a teacher and a student in online learning environments by offering substitute tutoring-like experiences to lessen the sense of isolation online learning often causes. These case studies confirm that AI tutors are widely applicable and that they have the potential to enhance educational experiences and outcomes of different age groups and in diverse learning environments. (*Holmberg, M., 2020*).

1.6 Adaptive Learning: How AI Tutors Customize Learning Experiences

Adaptive learning is one of the major properties of AI tutors, which ensures that the tutor can give a student-centered learning experience based on the individual. Unlike more traditional static approaches to teaching, adaptive learning systems dynamically varies the content, difficulty, and pace of the lessons based on real-time data about the performance of the learner. (ç}; experiences of adaptive learning systems are specifically dynamic in contrast to more traditional static approaches to teaching in ways that vary the content, the difficulty, and the pace of the lessons based on real-time data regarding the performance of the learners. In search of answers, the problems of the connection between fasting and eating become objective reality and functioning. (*Popenici, S. A. D., & Kerr, S., 2020*). As an AI tutor detects the strengths and weaknesses of a student, it alters the learning experience so that the student accesses decent content that suits his/her current level of knowledge. As an example, a student might master a given concept and fail elsewhere; the AI tutor can support or offer alternate explanations on the weak aspect in order to leave the student free to proceed in areas he or she understands. This is directed towards ensuring that there is no boredom due to things that the students already know and neither are they overwhelmed due to new things that they have not mastered. (*Munshi, R., & Patel, D., 2018*)

Among the more important merits of adaptive learning is the way in which it creates a more personal experience regarding learning. AI tutors can monitor the interaction between the student and the material and, in real-time, change

the curriculum to maintain a good balance between challenge and aid. (Modifier-in Mere-in bilanciare) (*M. Liu and X. Li, 2019*). This implies that none of the students takes the same learning path since the system is being developed on the basis of their responses. Due to this, learners are able to study at their own time and can have the time they require to understand complicated things without being on a fixed schedule. It is also possible to intervene in another way, but with this approach, particular students who lag behind may obtain more resources or be offered individual explanations. The adaptive learning flexibility allows the unique learning styles, learning pace, and learning needs to be addressed, hence, contributing to the effective and meaningful learning experiences of each student involved with the process. (*Knewton, Inc., 2015*).

1.7 Challenges and Limitations of AI Tutors in Education

Although AI tutors have a lot of potential, there are a number of challenges and limitations that may be associated with them and impact their popularization and outcomes in education. The dependency on quality data to drive AI is one of its major challenges. AI tutors should have access to big data sets to properly evaluate the learning patterns of students and help them by giving valuable suggestions. (*Spector, J. M., & Anderson, T., 2019*) Nonetheless, the quality and thoroughness of these datasets may differ, and that means the problem of the inaccuracy and possibility to cement misunderstanding rise. Besides, the AI tutors are usually constrained by algorithm used to guide the process, they may not represent humans grasp of complex learning processes. In one more example, AI can fail to interpret more subtle student behaviours, like passionate engagement or problems that are not easily measurable, including fear or enthusiasm. (*Romero, C., & Ventura, S., 2016*).

1.8 Ethical Considerations: Data Privacy, Bias, and Human Oversight

The introduction of AI tutors to education presents a number of moral issues which should be directly discussed to make sure the technology is applied ethically and in efficient manner. The data privacy is one of the most burning issues. (*Wang, J., & Yuen, K., 2017*). The amount of data stored about students, as well as their personal information, their patterns of learning, and their performance could be massive and includes extremely personal information. This information can be extremely personal in nature, and breaches of privacy or mishandling may cause tremendous ethical and legal problems. Tight rules and risk and security measures are required to ensure that student information is not used in an unworthy manner or entered by the wrong hands. (*Wiggins, G., & McTighe, J., 2015*)

2. OBJECTIVES OF THE STUDY

1. To understand the value of AI tutors in increasing levels of student engagement through how personalized interactive AI driven systems have the potential to enrich the learning process and increase student motivation.
2. To measure the effectiveness of AI tutors on students outcomes through the understanding of how these systems can help to increase the performance, retainance, and mastering of the subject area by students through practicing adaptive learning.
3. To explain how AI tutors can limit educational experiences because of their challenges and limitations such as access, privacy, bias, and the human supervision requirement.
4. To discuss the potential of AI tutors in the future through exploring possibilities of innovation and integration into the overall learning system including applying newly emerging technologies such as VR and AR and their involvement in establishing a more personalistic and accommodative learning environment.

3. RESEARCH METHODOLOGY:

This paper investigates how artificial intelligence tutors promote student self-interests, academic achievement, retention and experiences. The project is based on the quantitative research with the use of the pre and post-data based on the information about students before they became users of AI-powered tutoring systems and after. The data on these six students provide engagement scores (engagement is a measure of how well students consistently interact with AI tutors on a weekly basis), academic grades (Academic Grades is a measure of cumulative academic success of the students after a six months module), and retention rates (retention rate is a measure of how many of the students will be retained in a six-month module), responses to AI tutor challenges (responses to AI tutor challenges is a measure

of how active the students are on AI tutor challenges), and interest in future technologies like VR, AR, AI and adaptive learning (The results are shown in the form of tables, where performance of each student is recorded two times pre- and post-use of AI tutors. The aim is to find out the effect of AI tutors on the student results along different lines such as engagement, performance and learning preferences in the future. Such methods of data analysis as percentage changes calculations and description statistics are utilized to measure the progress and discover trends.

4. DATA ANALYSIS:

The analysis tells us there are a few interesting trends in student engagement, academic performance, and retention after the introduction of AI tutor. In the student engagement section, on average, all the students experienced an improvement by about 32 %, and some students experienced a substantial expansion in their engagement after the use of AI tutors. Academically, there was an increase in grades of between 15 and 40 per cent with an average of around 25 per cent. They also demonstrated encouraging difference in the retention rates with an average improvement of 50%, showing that AI tutors also help to retain and comprehend the material.

When investigating the issues of AI tutors, accessibility, the threat to privacy, bias, and human supervision were identified as important priorities by students. On average, the issues of bias and the necessity of human control were evaluated as the most problematic, which can be considered as the area that might be improved in the design of AI tutors. Lastly, student participation in the innovations of tomorrow, including VR, AR, and adaptive learning, portrays a great ambition to use advanced tools in its educational experience. On the whole, the data indicates that AI tutors can positively affect student engagement, performance, and retention, and issues involving AI design and management still exist.

Table 4.1: Student Engagement Scores with AI Tutors

| Student ID | Engagement Score (Pre-AI) | Engagement Score (Post-AI) | Change (%) |
|------------|---------------------------|----------------------------|------------|
| 1 | 65 | 85 | 30% |
| 2 | 70 | 92 | 31% |
| 3 | 60 | 78 | 30% |
| 4 | 55 | 80 | 45% |
| 5 | 72 | 89 | 23% |
| 6 | 68 | 91 | 34% |

This table shows the engagement scores of 6 students before and after they used AI tutors. The column "Engagement Score (Pre- AI)" indicates the level of engagement with each of the students before implementation of the AI, whereas the column "Engagement Score (Post- AI)" mentions the engagement level of the students after using the AI system. The column labelled "Change (%)" is used to indicate the increase in the engagement score of each student as a percentage. Within the data, it is possible to notice the positive effect of AI tutors, whose engagement growth varies between 23 and 45 percent. The change in the mean is approximately 30%; indicating that the engagement of students with the learning material improved substantially in the presence of AI tutors.

Table 4.2: Impact of AI Tutors on Academic Performance

| Student ID | Grade (Before AI) | Grade (After AI) | Improvement (%) |
|------------|-------------------|------------------|-----------------|
| 1 | C+ | B+ | 17% |
| 2 | B- | A- | 20% |
| 3 | C | B | 25% |

| | | | |
|---|----|----|-----|
| 4 | D+ | C+ | 40% |
| 5 | B+ | A | 15% |
| 6 | C | B+ | 33% |

The table below presents the improvement of the academic grades of six students when using AI tutors as compared to improvement without AI tutors. The column of Grade (Before AI) shows the grade of each of the students prior to the use of AI tutors and the column of Grade (After AI) displays the grade of the students post the use of AI tutors. Under the column, labeled, "Improvement (%)" the percentage improvement in grades of each student is registered. The gain varies between 15 and 40 percent and is averagely 25 percent. These findings indicate that the use of AI tutors brought a positive impact to the academic performance of the students helping them to make better grades.

Table 4.3: Retention Rates with AI Tutors

| Student ID | Retention Rate (Before AI) | Retention Rate (After AI) | Change (%) |
|------------|----------------------------|---------------------------|------------|
| 1 | 55% | 80% | 45% |
| 2 | 60% | 85% | 42% |
| 3 | 50% | 75% | 50% |
| 4 | 40% | 70% | 75% |
| 5 | 65% | 85% | 31% |
| 6 | 52% | 78% | 50% |

This table reveals the improvement in the retention rates of 6 students in the pre and post AI tutor usage. The percentage of the material each of the students could retain before starting to use AI is represented in the "Retention Rate (Before AI)" column whereas the percentage of material, which the students manage to maintain after using AI tutors is represented in the "Retention Rate (After AI)" column. The column labeled % (Change) calculates the percent increase on retention. The data show that there are considerable gains in retention which are between 31 and 75 percent with an average gain of about 50 percent. This implies that AI tutors were successful in increasing retention and remembering of learning content in students.

Table 4.4: Challenges of AI Tutors in Education

| Student ID | Accessibility Issues (1-5) | Privacy Concerns (1-5) | Bias Concerns (1-5) | Need for Human Oversight (1-5) |
|------------|----------------------------|------------------------|---------------------|--------------------------------|
| 1 | 2 | 3 | 4 | 4 |
| 2 | 1 | 2 | 3 | 3 |
| 3 | 3 | 4 | 5 | 4 |
| 4 | 1 | 5 | 4 | 5 |
| 5 | 2 | 3 | 3 | 3 |
| 6 | 3 | 3 | 2 | 4 |

This table gives the student rated responses to a number of issues related to the AI tutors on a 1-5 basis. The column stands for different concerns: accessibility concerns, privacy concerns, bias concerns and the necessity of human oversight. The column, of accessibility issues, shows relative concerns since the majority of the students answered somewhere between 1 and 3. In Privacy Concerns we see that the number of students which are concerned, expressed

a rate of 3 or higher. The higher ranking of the "Bias Concerns" category presupposes that the students are more concerned about various biases of AI tutors. The column of the Need of the Human Oversight also indicates relatively high interest, with the majority rating it 3 or above, which explains the necessity to have human participation in AI-based education. Generally, the results show different scores of concern, primarily those of privacy, bias and oversight with AI tutoring systems.

Table 4.5: Future Potential of AI Tutors

| Student ID | Interested in VR Learning (1-5) | Interested in AR Learning (1-5) | Interested in AI Integration (1-5) | Interested in Adaptive Learning (1-5) |
|------------|---------------------------------|---------------------------------|------------------------------------|---------------------------------------|
| 1 | 4 | 5 | 5 | 4 |
| 2 | 3 | 4 | 5 | 4 |
| 3 | 5 | 3 | 4 | 5 |
| 4 | 4 | 5 | 4 | 3 |
| 5 | 5 | 4 | 4 | 5 |
| 6 | 3 | 4 | 5 | 4 |

Students are interested in how they use various emerging learning technologies as shown in this table on a scale of 1-5. The columns belong to interest in Virtual Reality (VR) learning and Augmented Reality (AR) learning, integration and adaptive learning of AI. Majority of the students indicated that they were very much interested in the integration of AI, with 4 or 5 rating. The interest of the AR/VR learning opportunities got a high rating, especially in AR: most of the students rated it at 4 or 5. Adaptive learning was subject to a mixed reaction and received overall ratings between 3 and 5. All in all, the numbers show that the students are especially keen on the integration of AI and immersive technologies, especially VR and AR, and demand that their learning process be more personalized and interactive.

CONCLUSION:

The incorporation of AI tutors has been shown to have a markedly positive effect on increasing student engagement, performance and student retention. The data shares that AI-based personalized learning systems can be used to boost the manner in which students communicate with a learning experience with 32 percent improvement in the engagement scores and a significant rise in grades in multiple fields. The rates of retention also improved significantly, with an average retention rate of 50% in favor of AI tutors due to their capacity to reinforce and therefore enhance retention in the long run.

The document, however, also highlights some of the issues in the deployment of AI tutors, especially related to accessibility, privacy, bias, and the necessity to supervise the tool by humans. These issues indicate that although AI tutors can benefit the learning environment, much attention should be paid to the provision of fair access, security of student information, reduction in algorithmic bias, and the right level of human interaction with the learning process. Additionally, the students showed keen interest through a number of queries in the new technologies including virtual reality (VR), augmented reality (AR), and adaptive learning system, implying that they highly demand more engaging and innovative learning experiences. The implications indicate the future opportunities of AI tutor in education where we may be able to innovate and integrate it further in wider education system mostly taking the help of VR and AR and involving in more personalized, interactive and inclusive learning experiences.

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